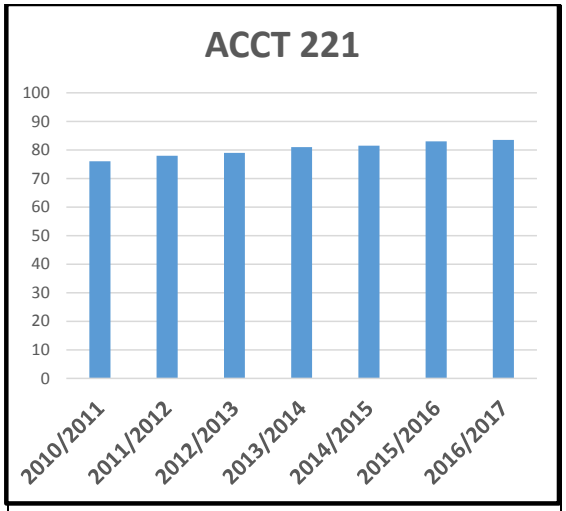
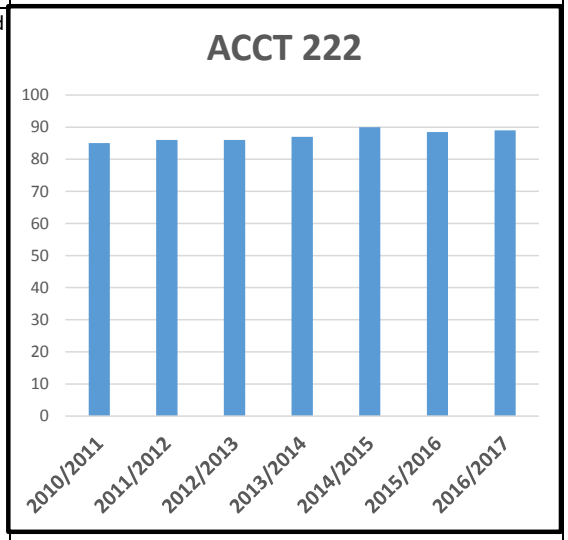
TABLE 2: Student Learning Results (Standard 4)

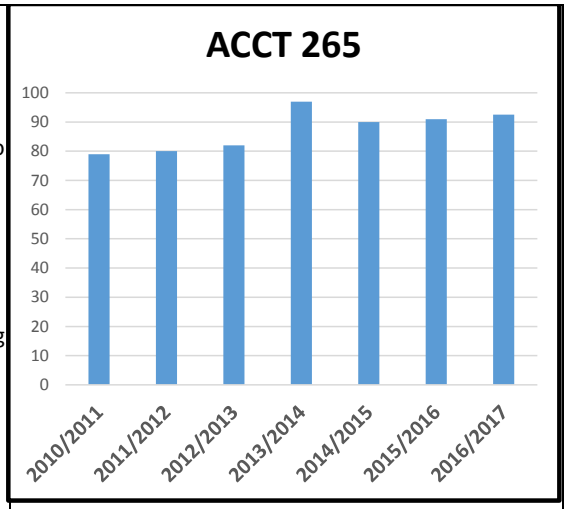
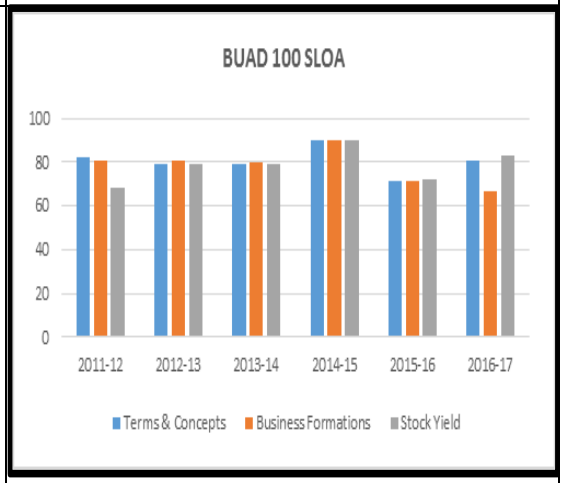
Use this table to supply data for Criterion 4.2.

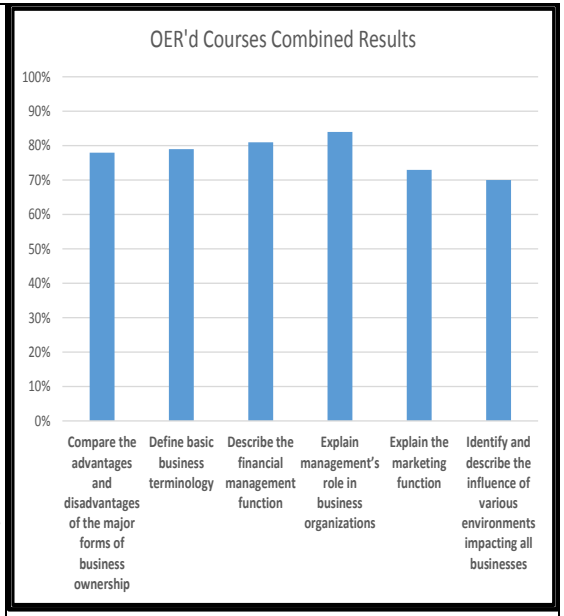
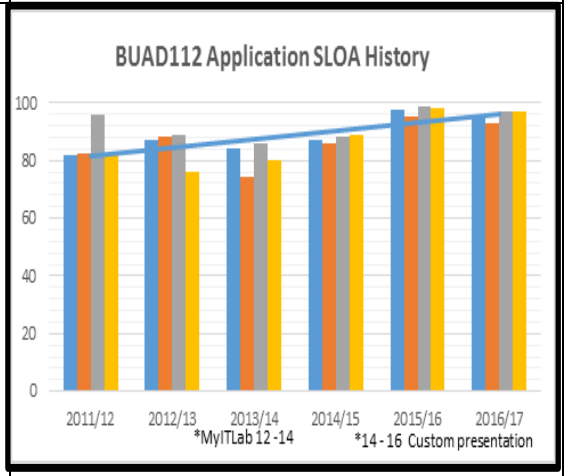
Performance Indicator	**Definition**
1. Student Learning Results	A student learning outcome is one that measures a specific competency attainment. *Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).* Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work. Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student's education. Summative – An assessment conducted at the end of the student's education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data. - If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance - For all data reported, show sample size (n=75).

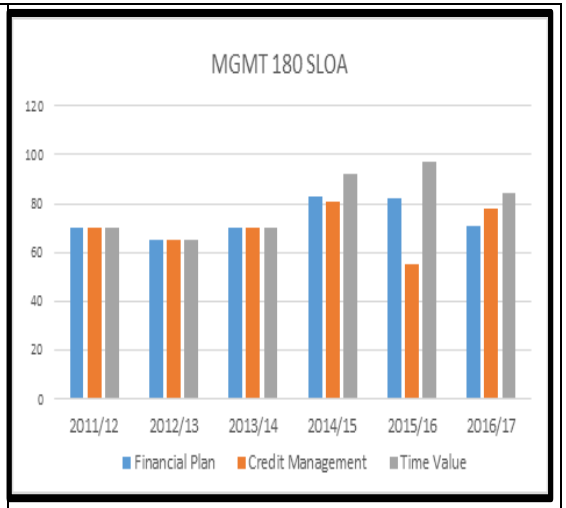
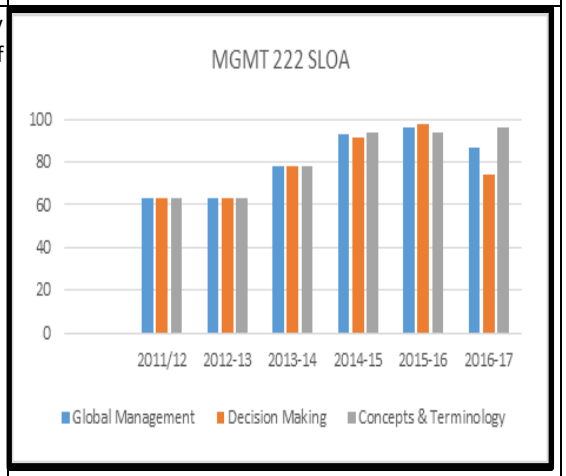
Analysis of Results

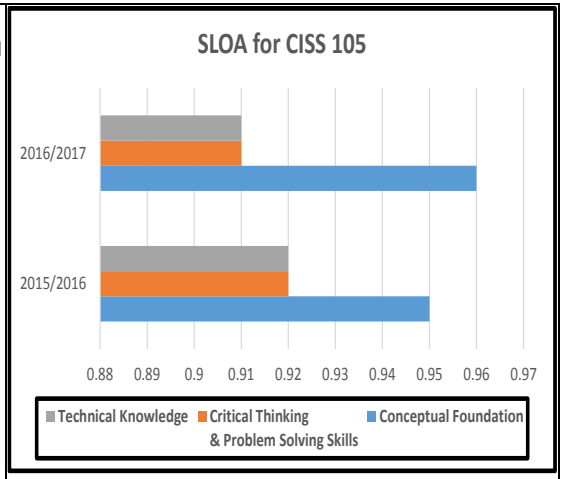
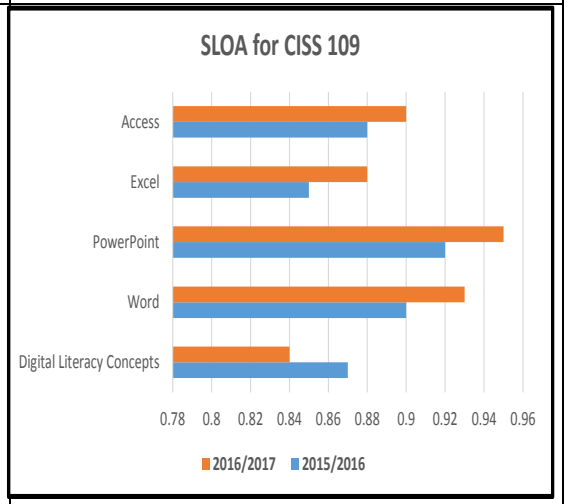
Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	**What is your measurement instrument or process? Do not use grades. Indicate the type of instrument (e.g. direct, formative, or internal, comparative).**	**Current Results: What are your current results?**	**Analysis of Results: What did you learn from your results?**	**Action Taken or Improvement Made: What did you improve or what is your next step?**	**Provide a graph or table of resulting trends (3-5 data points preferred)**

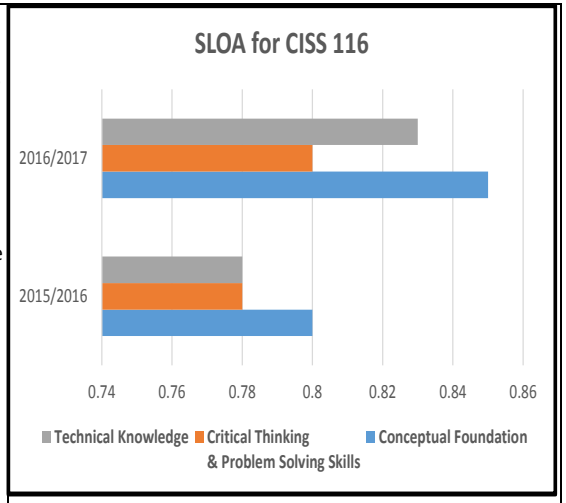
Accounting Programs: ACCT 221 Principles of Financial Accounting Accounting Program Goal: Provide students with job ready skills to meet the competitive challenges of a 21st century workforce. SLO: Students will be able to prepare a Written Report through reasoned critical thinking utilizing information obtained through Internet-researched, accounting based articles. Criteria: An average grade of 75% must be met by active students.	Student scores on Written Assignment will assess their ability to meet this objective. Direct	Students have consistently met the goal for the last two years. N = 47	An analysis of the assignment submissions and student feedback showed a continued lack of awareness of the reason for this Internet-based research in a quantitative based Accounting course.	Efforts are continually made to point out the employable skills developed through this assignment; namely, internet research, information literacy and as well as written communication skills. Consequently, students are more willing to embrace this assignment resulting in These scores exceeding the benchmark criteria.	
ACCT 222 Principles of Managerial Accounting Accounting Program Goal:Provide students with job ready skills to meet the competitive challenges of a 21st century workforce. SLO:• Develop job ready skills through problem solving, researching and preparing a report from information contained in the financial statements of a publicly traded company. Criteria: An average grade of 75% must be met by active students	Student scores on the project will assess their ability to meet this objective. This is a direct, internal summative instrument.	Students have consistently met the goal for the last two years N = 42.	An analysis shows that students displayed some trepidation in examining a new , foreign document; namely, the Annual Report and some appeared overwhelmed at what was expected.	Discussions are held and or encouraged on the assignment in person and online. A sample student report is now provided which goes a long way in addressing student concerns and questions. Benchmark criteria have consistently been exceeded.	

ACCT 265 Income Tax Accounting Accounting Program Goal:Provide students with job ready skills to meet the competitive challenges of a 21st century workforce. SLO: Prepare IRS Tax schedules or portions thereof, related to Individual Income Tax Returns preferably utilizing tax software. Criteria: An average grade of 75% must be met by active students.	Student scores on this assignment will assess ability to meet this objective. This is a direct, internal formative instrument.	Students have consistently met the goal for the last two years. N = 23	An analysis showed students having difficulty finding free tax software especially off campus.	However, students can use free IRS provided tax software as part of VITA program in addition to using Turbotax software on campus.This has enabled them to become more comfortable preparing computerized tax returns	
Business Programs: BUAD 100 Introduction to Business Business Program Goal: I. A. 1. Define business terms and concepts IV. A. 2. Describe three business formations IV. C. 3. Calculate stock dividend yield and earnings per share	Written assignments to define business terms and concepts and a Written assignment describing the three different types of businesses. written assignment: students choose a stock from the NY Stock Exchange, analyze it and calculate the dividend yield and earnings per share. Direct, Formative	Student results, for any one application, have not dropped below the 70% benchmark since 2012. N = 49	Additional class time and internet assignments have improved student ability to calculate stock yields. Uniformity of instruction and course presentation needs to be improved.	Although the outcomes for BUAD 100 were standardized over this time period and the textbook remained the same, outcomes and measures need to be revised to improve student learning.	

BUAD 100 Introduction to Business Revised Outcomes for OER (Open Educational Resources)Course Define basic business terminology identify and describe the influence of various environments impacting all businesses. Compare the advantages and disadvantages of the major forms of business ownership. Explain management's role in business organizations. Describe the financial management function.	Final Exam questions are linked to specific outcomes through the Outcomes feature of Canvas. Student completion of the Final Exam generates the assessment data for the course, this a direct assessment.	The 'pilot' consisted of one online section and one face-2-face section of the revised course. N = 33	Student responses to the OER format was positive. Results for similar outcomes remained consistent with previous data collections.	The pilot course was revised between semesters based on students and instructor feedback regarding amount of work, confusing questions and additional support materials for the Economics section of the course. This which remained weak with the conversion. The OER version will replace all 'traditional' offerings of the course in Fall 18.	
BUAD 112 Introduction to Computers for Business Program Goal: Outcomes III. a). Word skills IV. a). Excel skills V. a). PPT skills VI. a) Access skills	Capstone assignments for each application (Word, Excel, PowerPoint, and Access) are used across all sections of the course offerings to assess skill acquisition. Direct, Formative. N = 183	The implementation of focused practice has made a difference over time in the students' ability to learn and demonstrate these skills. Student results for any one application have not dropped below the 70% benchmark since 2010.	Detailed analysis of students' performance showed that students needed more attention to details of assignments. Uniformity of instruction and course presentation needs to be improved.	The syllabus was standardized in Fall of 2011 and distributed to all teaching faculty. All faculty were to follow the syllabus and implement the Capstone assignments. The course is prepared by the full-time faculty "course facilitator".	

MGMT 180 Personal Financial Management Business Programs Goal: Outcomes I. b. 2. Create a personal financial plan IV. d. 5. Tools and strategies to manage credit I. c. 4. Calculate Time Value of Money	End of chapter spreadsheet building blocks for Financial Plan Chapter 8 quiz on Credit Management Chapter 3 quiz on Time Value of Money Calculations. Direct, Formative	Through textbook changes and implementation of publisher-based website exercises, MGMT 180 has shown improvement in student success from 70% to mid-80's and low-90's. N = 21	Additional support and assignments using the financial calculator seems to have both frustrated and improved student performance.	The course is routinely reviewed at the end of each academic year. At that time changes are instituted based on student success in the course.	
MGMT 222 Business Management Business Programs Goals: Outcomes I. C. 3. Apply the decision making process III. A. 5. Apply management principles globally I. A. 1. Define and apply management concepts and terminology.	Chapter 4 quiz on Decision Making Process Chapter 3 quiz on Global Management Chapter 13 quiz on Cmmunication and Terminology. Direct, Formative	Scores have improved since fall 2013. Publisher-generated website offers study plan, videos, and additional materials to assist students in learning management concepts. N = 18	Gleaning outcomes from quizzes may not be the best way to measure learning. Need to develop measures that include other learning styles.	The course is routinely reviewed at the end of each academic year. At that time changes are instituted based on student success in the course.	

CISS Programs: Program - AAS Computer Information Systems; **SLO** - "Implemented operating systems in a Linux/UNIX in a single and multi-platform environment"; **Goal** - 80% of the student will achieve 70% or higher on the assessment assignments.	In CISS 105 (Introduction to UNIX: The Operating Systems), students were evaluated on their ability to write shell scripts from hands on exercises, and embedded questions in quizzes and tests to measure their ability to use the command constructs in scripting. The areas observed include conceptual foundation, critical thinking and problem solving, and technical knowledge. Direct	The combination of different modalities of instructional delivery such as lecture series, hands-on, and homework projects to convey instructional materials were very helpful. Student's continous engagement outside the classroom were very helpful in keeping the students focused. N = 20/35	Different faculty teaching different sessions of the same course constitutes the Faculty Assessment Team (FAT) for the course. Faculty shared ideas that revealed a direct correlation between continous student engagement through Canvas and performance.	A dedicated Linux/UNIX server was implemented which provided the students with more freedom to explore commands construct with limitation. The previous college-wide production server restricted students ability to execute certain commands from the command line.	
Program - AAS Computer Information Systems; **SLO** - "Digital literary concepts were integrated with the use of Office productivity software in word processing, presentation graphics, electronic spreadsheets, and database management systems"; **Goal** - 80% of the student will achieve 70% or higher on the assessment assignments.	In CISS 109 (Principles of Computer Information Systems), students were evaluated on their ability to effectively use integrated office productivity application software in Microsoft Word, Microsoft PowerPoint, Microsoft Excel, and Microsoft Access. Hands-on exercises and homework projects were the primary emphasis in measuring learning outcomes. The areas observed include digital literacy, ability to use Word, PowerPoint, Excel and Access. Direct.	The combination of different modalities of instructional delivery such as lecture series, hands-on, and homework projects to convey concepts and application were very helpful to the students. Students continous engagement through Canvas, the learning management systems helped to keep the students focused outside the classroom. N = 29/35	Multiple faculty teach different sessions of the same course, which constitutes Faculty Assessment Team (FAT) for the course. Faculty compared notes that showed a direct correlation between continous student engagement and performance.	There is a recommendation to migrate the current application software with Office 2013 to Office 2016. Evidence showed that more students are coming to the course with prior knowledge in Word and PowerPoint. More classroom time was spent on Excel and Access.	

Program - AAS Computer Information Systems; **SLO** - "Utilized four structures in program development with sequencing codes, decision contructs, case structure, and loops design used in structured programming"; **Goal** - 80% of the student will achieve 70% or higher.	In CISS 116 (Structured Design), students were evaluated on their ability to plan using Visio and document structured program in application development. Embedded questions in quizzes and tests measured conceptual foundations on planning and designing apps. The areas observed include conceptual foundation, critical thinking and problem solving, and technicl knowledge. Direct	The combination of different modalities of instructional delivery such as lecture series, hands-on, and homework projects to convey instructional materials were very helpful. Students continous engagement through Canvas, the learning management systems helped to keep students engaged outside the classroom. N = 29/35	Different faculty teaching different sessions of the same course constitutes Faculty Assessment Team (FAT) for the course. Faculty shared ideas that revealed a direct correlation between continous student engagement and performance.	Microsoft Visio was upgraded to the most recent version. Students were introduced to Microsoft Visio as a planning and development tool very early in the previous semester Visio software was used to plan Problem Analysis Chart (PAC), Flowchart, Unified Modeling Language (UML), Coupling Diagram, Interactivity Chart, IPO chart, and Data Dictionary.	
Program - AAS Computer Information Systems; **SLO** - "Utilized four structures in program development with sequencing codes, decision contructs, case structure, and loops design used in structure programming"; **Goal** - 80% of the student will achieve 70% or higher on the assessment assignments.	In CISS 118 (Programming with Visual Basic), students were evaluated on their ability to code structured programs in application development using Microsft Visual Studio. Embedded questions in quizzes and tests that measured conceptual foundations on coding. The areas observed include conceptual foundation, critical thinking and problem solving, and technical knowledge. Direct	The combination of different modalities of instructional delivery such as lecture series, hands-on, and homework projects to convey instructional materials were very helpful. Student's continous engagement outside the classroom helped to retain materials covered in class. N = 29/35	Different faculty teaching multiple sessions of the same course constituted Faculty Assessment Team (FAT) for the course. Faculty shared ideas that revealed a direct correlation between continous student engagement and performance.	Microsoft Visual Studio, an integrated develpment environment (IDE) was upgraded to the most recent version. The concepts covered in CISS 116 as the pre-requisite to CISS 118 were reinforced and translated into actual coding of apps.